MELLERS PRIMARY SCHOOL
OFFSITE VISITS POLICY
September 2026

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INTRODUCTION

Mellers is a city primary co-educational day school with nursery for pupils aged from 3-11 years. We have a 52-place nursery with full-time and part-time places. Throughout the school the children are grouped according to age and so classes contain children of mixed ability. At Mellers, we want to give our children an education of the highest standard, we aim for excellence in all our school activities and encourage all children, whatever their ability, to achieve the best they possibly can.

At Mellers we believe that children should experience visits out of school to support the curriculum and to enrich children's experiences at all stages of their educational development.

We are committed to ensuring that risks are reduced so far as is reasonably practicable to its employees, volunteers and young people. This policy is a statement of the major procedures and guidelines in place to ensure that outdoor learning takes place within safe and meaningful context. In particular it ensures that:

- Offsite visits/activities have an identifiable benefit, with clear objectives
- All those involved in the organisation and running of offsite visits/activities or outdoor learning will comply with national, children and families and the establishments' guidelines relating to the health and well-being of children and young people undertaking such activities
- The management of all visits/activities will be based on the outcome of suitable and sufficient planning, with reference to both this document and the Offsite Visits guidance on EVOLVE, (for specific activity advice)
- Systematic written procedures are produced based on a reasonable and sensible risk management process. These are underpinned by induction and training, including support staff, when leading outdoor learning. These procedures are reviewed as and when necessary but not less than annually
- While undertaking outdoor learning it is the responsibility of all staff to ensure that the risk to participants is minimised by the process of continuous vigilance and ongoing risk management
- Equipment used is fit for purpose and systematically checked, maintained and replaced when necessary
- When appropriate, staff should hold an appropriate current first aid qualification and have access to a first aid kit at all times

THE MANAGEMENT STRUCTURE AND LINES OF RESPONSIBILITY

Joy Buttress and Lorna Dermody (Heads of Federation)

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Laura Patel (Educational Visits Co-ordinator)
Michelle Bramley (SBM and Health and Safety)

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At Mellers, we will:

• Appoint a trained educational visits coordinator (**EVC**) who will ensure that the offsite visits follow national, Local Authority and the school's guidelines and that the visit leader and accompanying adults are suitably competent to run the visit/activity

The named EVC is: Laura Patel

• Develop and implement procedures to monitor all outdoor learning and offsite visits and their associated planning

• Develop and implement an approval system for:

Local Area Visits to be approved by:

First Stage: EVC, named above

Second Stage: Name: Joy Buttress or Lorna Dermody
Position: Heads of Federation

Offsite Visits Visits, to be approved by:

First Stage: EVC, named above

Second Stage: Name: Joy Buttress or Lorna Dermody
Position: Heads of Federation

Overseas Visits and Adventurous Activities

First Stage: EVC, named above

Second Stage: Name: Joy Buttress or Lorna Dermody
Position: Heads of Federation

Third Stage: Local Authority

The Governing Body/Management Committee will be informed of whole school visits and residential visits will be discussed at every governor's meeting as appropriate

INCLUSION

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments

made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

THE SCOPE OF THIS POLICY

This policy will provide the framework within which staff will operate in relation to outdoor activities both on site and beyond.

- For local area activities staff will be trained in the operation of this policy
- Local area visits will include those that take place as part of a planned programme of activity over a given period of time, usually less than 12 months
- It will cover activities such as school swimming, sports fixtures, outdoor work on the school site, planned regular visits to parks, museums, shops, library etc. as defined in this document and at the discretion of the Heads of School and Executive Headteacher
- Knowledge of and training in this policy will also allow for some 'short-notice' work to be undertaken within a defined geographic area and the competence of the lead staff member

For the purposes of this policy the school defines local area activity as: swimming, visits to the library, walks around the area, visits to local parks, walks into Nottingham to visit museums or other places of interest, visits to local schools, parks and local amenities. All local visits will be undertaken at the discretion of the Headteacher.

For Mellers, the local area activities operate within the following locations: Radford, Lenton, Hyson Green, Wollaton and Nottingham City. Beyond these areas of working, it is recommended that the offsite visits guidance will be used as a framework to plan and operate offsite visits. This is recorded as a risk assessment on EVOLVE.

Notification and approval of local area visits

For all local area visits the leadership team will approve a programme of visits or activity over the school year.
For all other visits the school will follow the off-site visit guidance in terms of approval.

The school will manage the notification of groups going off-site by:

- Local area visits forms
- Notifying the office
- Staff meetings or briefings
- Putting the dates in the school electronic calendar/diary

Staff Training and Induction

All staff members are encouraged to improve and extend their qualifications and experience in appropriate areas. Such training needs will be identified as part of the professional development process. All staff should be trained in the operation of this policy. Staff will be able to take part in internal and external training in order to achieve higher levels of skills and competence.

New employees will undertake induction that includes this code of practice.

Staff management and communications

All staff will participate in regular staff meetings / briefings where ideas, problems, queries and relevant information will be discussed and actions recorded. Notes of such meetings should be retained as evidence of the risk management process.

RISK MANAGEMENT

It is not possible to eliminate all risks, but they should be reduced to an *acceptable* or *tolerable* level. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. An activity should only take place if, in the professional judgement of the leader, the residual risk following implementation of any control measures is deemed to be acceptable.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

Alternative arrangements (Plan B) should be included within the planning process, where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option. This might also include the school emergency plan procedures, for occurrences such as terror acts, etc. Where an adventurous activity is to be delivered by an external provider, the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the school leader, do not need to be requested from the provider, and do not need to be uploaded to EVOLVE.

To inform future visits, we record any significant issues following the visit evaluation.

Safety and on-going risk assessment

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit.
The on-going monitoring of all aspects of the visit by the leader and accompanying staff is an essential aspect in the risk management of visits, and hence the safety of participants. It also contributes towards enjoyment and learning.

Risks should therefore be monitored throughout the visit, and where appropriate activities must be modified (e.g., Plan B), or curtailed, to suit changed or changing circumstances, for example: an over busy lunch area, rain, rising water levels, etc. This is primarily the responsibility of the visit leader, in consultation with other staff where appropriate. Following the visit, the visit leader should record any significant issues as a note on EVOLVE, for reference, and to inform future visits.

Parental consent

Written consent from parents is not required for children to take part in the majority of off-site activities organised, (with the exception of nursery age children), as most of these take place during school hours and are a normal part of a child's education at school. At Mellers, parental awareness of this and consent is given on admission. We inform parents of individual events taking place, as they occur.

Written consent is required for activities that need a higher level of risk management or those that take place outside school hours. Parents are informed in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form.

We have robust means of ensuring that changes to parent/carer contact details and child medical details are up-to-date.

WATER BASED ACTIVITIES

This section applies to:
Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water. 'Gentle' means hardly moving at all and 'shallow' typically means up to the knees of the participants. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft. There is a separate school policy for swimming. If the activity exceeds the above definition, then this is classed is a water-based adventurous activity needing Local Authority approval.

If the activity falls within the above definition, this is classed as a 'water-margin' activity. Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions. Although Local Authority approval is not required for water-margin activities, the leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC, or Headteacher.
As part of the risk assessment, the visit lead should assess the water confidence and competency of participants. Personal buoyancy aids must be worn, unless in a pool or swimming. This will be shared with any external provider. Visit leaders and external providers will also prepare according to water conditions, hazards and potential changes that might occur.

RESIDENTIAL VISITS

Mellers acknowledges the immense educational benefits that residential visits can potentially bring to children, and fully supports and encourages residential visits that are correctly planned, managed, and conducted. Staff ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

"A Guide to High Quality Outdoor Learning and Residential Experiences" found on EVOLVE can be used as tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place. It can also help the leader in providing clarity to a provider when designing a programme.

OVERSEAS EXPEDITIONS

Overseas Expeditions (for the purposes of this document) are defined as those which typically involve journeying in remote areas of the world and/or in developing countries. Staff ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Overseas Expeditions will only be approved by the Local Authority if the provider either:
a) Holds a Learning Outside the Classroom Quality Badge or
b) Provides a statement of compliance with Guidance for Overseas Expeditions, (on EVOLVE)

For all visits it is essential that consideration is given to the following:

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol and drugs.

- Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- Transport systems have been assessed as safe for use.
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The visit leader will check the relevant country information from the Foreign and Commonwealth Development Office website: www.fco.gov.uk (from the home page select 'Foreign Travel Advice'). All relevant FCO information is circulated amongst the staff team. For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all eligible participants should hold a valid GHIC (Global Health Insurance Card). See www.dh.gov.uk

WEATHER, CLOTHING AND SURVIVAL

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice. Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas)

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g., Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

STAFF RESPONSIBILITIES

PRE – SESSION/ACTIVITY PLANNING AND CONSIDERATIONS

Staff members are directly responsible for the well-being of young people and the quality of the experience they provide and they should have at least the minimum level of competence for the activities they undertake.

Before any off-site activities are undertaken staff must ensure the following guidelines are followed:

- Ensure that the visit complies with this policy
- It is recommended that a pre-visit should be made to any new venues, or by staff using existing venues for the first time
- When additional specific planning and risk assessments are required, reference should be made to the generic risk assessments prepared by the Children's Services (found on EVOLVE, in the 'Resources' section under 'Guidance, Policies and Documents' and in the office health and safety risk assessment electronic folder.)
- Staff should also check the Offsite visits guide on EVOLVE for advice on individual activities.
- Ensure that parents/carers and young people are made aware of the nature, purpose and detail of the off-site visit/activity

- When appropriate, consent including all appropriate information is obtained from parents/carers to support off-site activity/outdoor learning.
- For local regular and routine visits, as part of the curriculum or life experiences the parents will be informed annually in a letter and asked for updated phone contact numbers and relevant medical details as needed
- For visits further afield a letter will be sent to parents asking for contributions to the cost and also asking for updated contact numbers and any relevant medical details
- For more complex activities, for example residential visits, adventurous activities or visits abroad specific consent from parents/carers is required to under take the activity/visit, and Evolve system will be used to inform the Local Authority
- Personal information on all participants is known (as regards any medical considerations) to assist the safe inclusion of all participants
- Ensure that appropriate enquiries are made of any establishment or company being used for residential or adventurous activities.
- Ensure that there is a "plan b" made for any incident, including first aid and a procedure is known and understood in the event of an emergency or other serious incident
- When appropriate ensure that the visit is logged on the EVOLVE Online system and the appropriate approvals are obtained. In the event of any off-site visit or activity being undertaken, a nominated member of the establishment staff must be informed.
- Ensure that appropriate staffing ratios are established, bearing in mind the age/need of the children and the nature of the visit. This will be confirmed for each visit in the risk assessment. In Early Years, the ratios for on-site staffing are maintained for visits as a minimum. At Mellers we aim for visit ratios to be no more than 1:6 key stage 1 and 1:10 key stage 2.
- Based on the nature of the particular visit, a professional judgement is made regarding the level of first aid required. A first aid kit appropriate to the visit is carried.
- For Early Years outings, there is always be at least one member of staff present who holds a current Paediatric First Aid certificate.
- The head teacher and visit leaders should have access to the following, prior to an off-site visit taking place:

    a) Names, addresses, dates of birth and phone number of all children taking part
    b) Names of all staff attending, with contact phone numbers
    c) Full details of the venue, coach company, departure and arrival times, with appropriate phone numbers
    d) The staff member in charge of the visit should have easy access to emergency contact numbers of all parents/carers and the nominated school contact person

- DBS and enhanced clearance checks should be obtained on all individuals helping on activities with children, if they are to be in sole charge
- Provide appropriate briefings and instructions to their group and accompanying adults to ensure a safe and high-quality experience
- Ensure all young people are informed of the nature and purpose of the visit

During the visit the visit leader will:

- Ensure children are wearing appropriate clothing for the activity being undertaken, including high visibility jackets
- In conjunction with any assisting staff, provide adequate supervision of children during the activity session
- Ensure that the visit is managed in order that risks are reduced to staff and children as far as is reasonably practicable
- Curtail the visit or stop the activity if the risk to the health and well-being of any participant reaches an unacceptable level

- Ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks
- Retain ultimate responsibility for participants at all time
- In the event of an emergency the establishment home base emergency plan will be put into action
- Be considerate to other site/venue users and seek advice on venues for off-site activities from your line manager, head or EVOLVE prior to the session. Such sites must be risk assessed before use
- Contact the establishment or nominated contact person if they anticipate returning later than estimated

During a visit accompanying adults will:

- Ensure they undertake the roles and tasks given to them so as not to put themselves or others at unacceptable risk

During a visit all participants will:

- Ensure they co-operate with the group leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the health and safety of all participants
- Develop their knowledge and understanding related to responsible participation in risk reduction

Post visit activity

The visit is reviewed and a report is made on EVOLVE indicating the extent to which the intended aims were achieved. Any results of investigations into particular incidents/near misses as logged as necessary, and reported these to both the governing body and the Local Authority.

Ensure that pertinent information acquired from or about the visit or activity is drawn to the attention of the educational visits coordinator and shared with colleagues for consideration in the planning of future visits and activities.

NORMAL OPERATING PROCEDURES – ALL VISITS/ACTIVITIES

Staff competence

- The head teacher should be satisfied that staff members are sufficiently competent to lead the activity/session. Specific levels of competence may be required depending on any activities being led.
- In addition, it is important that supervising staff are competent and understand their roles and responsibility. Appropriate levels of first aid cover must be available according to the activity risk assessment, maintaining ratios and compliance with the policy
- All staff in sole supervision of young people must have undergone an enhanced DBS check by Nottingham City council

Use of appropriate equipment:

- Consider possible weather conditions and plan appropriate programme, clothing and equipment
- Provide clear information re suitable clothing and equipment to group members

- Staff to check that appropriate equipment and clothing is being worn, and that it is suitable for the activity and prevailing conditions
- Plan for young people who may not bring suitable clothing – check before departure and/or bring spares

Management of on-going conditions:

- Daily weather forecast obtained and plans adjusted accordingly
- Ongoing risk assessment carried out by visit leader during the activity

Group ability and management

- Ensure supervising staff are competent, understand their roles and are briefed regarding the outcome of risk assessments
- Pre-plan supervision before visit and brief staff
- Ratios are established through risk assessment procedures
- Plan and use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, coloured jackets, etc)
- Discuss programme and arrangements with young people and staff during the preliminary planning.
- Briefing to all on what to do if separated from the group. Head counts should be undertaken regularly throughout the visit by leaders but particularly at arrival/departure points, and when separating and reforming groups
- Obtain information from parents/carers, have easy access to emergency contact numbers and information on medical conditions and any special requirements of group members
- Make necessary arrangements for individuals with additional needs including in risk assessment and additional staffing as necessary
- Warn children any potential hazards i.e. 'strangers', street litter, etc.

Indirect/ remote supervision

- Check location is suitable for this mode of supervision
- Ensure young people are sufficiently briefed and competent (any individual young people for whom indirect supervision is not suitable must be directly supervised)
- Set and clarify clear boundaries, guidelines and emergency procedures
- Children remain in pairs or groups (buddy system - each responsible for named other)
- Rendezvous points and times are set and children know how to contact staff
- Parents/carers informed and if necessary, consent given for indirect/remote supervision
- Warn young people about traffic, if necessary

Medical emergency and incident management

- At least one leader with each group is able to take the lead in first aid. Check any first aid certificates are current, and that an appropriate first aid kit is taken
- First aid and travel sickness equipment should be carried by the first aid lead, and children with travel sickness are known. Any children with asthma must carry their inhaler labelled with their name. The class spare inhaler should be carried by the trip leader or the adult accompanying the asthmatic child
- Ensure there is a sufficient number of supervisors to deal with any incidents and take charge of the rest of the group

- Staff must know and understand the establishment emergency operating procedures.
- Young people and parents/carers should be reminded to bring individual medication where appropriate
- Mobile phones should be carried by staff and be switched on
- Emergency details with nominated contact person to be arranged
- Emergency plan for lost or missing children known and understood by group leaders

RETURNING TO SCHOOL:

For all trips, on return to school, children should be collected by parents from the outdoor classroom doors. This ensures the safe and controlled handing over of responsibility for the children to parents and carers.

NORMAL OPERATING PROCEDURES - TRAVEL

BY FOOT (Derived from the Nottingham City Council generic risk assessment on 'Travel – On foot'. It will be important to make such procedures specific to the establishment and location of activities)

General considerations:

- 'Walk on foot' planned to avoid main roads with fast moving traffic wherever possible
- All children to wear high visibility vests if walking by main roads
- Pavements must be used where available and the dangers of being on the road explained to young people
- Supervision on pavements, roads and especially crossing of any fast roads is pre-planned
- Young people briefed with regard to hazards and behaviour required
- Safety when crossing roads on journeys is a key issue. Where possible pedestrian crossings or footbridges should be used and young people made aware of the rules outlined in the Highway and Green Cross codes
- Staff standing in roads to guide the children as they cross, must remember that they have no legal right to stop traffic. Therefore, it is vital to risk assess continuously and wait to let cars go by as necessary.

By public transport

To risk assess against becoming separated and lost:

- The journey is planned and assessed – (key specific risks identified at this point)
- Planned careful supervision particularly in crowded areas and entry, exit and change points, with head counts
- Children know their group and leader(s) and the route they are taking
- On buses, trains, ferries and boats there are clear guidelines concerning levels of remote supervision given and planned for in the risk assessments
- The safety of children whilst waiting to be picked up and at drop off points or getting on and off transport must be considered
- Children should never be left on their own

Emergency and medical issues:

- There should be an emergency plan in place. Children should be made aware of emergency procedures and remain under the direct supervision of the group leader
- Children must be made aware of safety rules and expected standards of behaviour

- Travel sickness pills can only be given if prior consent by parents/carers has been obtained
- Young people carry their own inhalers, with a group spare just in case

Taxi:

- Parents/carers must be informed and consent given if young people are travelling without staff
- Only 'black cabs'/council licensed cabs to be used
- Seatbelts must be used at all times

Buses and Trams

- On double-decker buses supervisors should be positioned on both decks
- Buses are booked by the business manager using reputable companies, for safe, reliable transport with seatbelts. Costs are also considered.
- Children should not be allowed to walk around on a bus or coach
- Children should be made aware that they are not allowed access to the driving area
- Supervise embarkation and disembarkation
- Warn pupils and staff when using raised platforms on the tram system
- Make sure children sit whenever possible

By car

- Lone working procedures are followed and a specific risk assessment undertaken
- Risk assessment for the child / children has been carried out (consider behaviour, special needs, male/female). Additional control measures added as required, e.g., an additional adult.
- DBS checks completed if lone adults supervising children
- Complete a volunteer drivers' form on the forms section on the EVOLVE website or paper copy

The school business manager will check that:

- The driver has a current driving licence, checked annually by line managers
- The vehicle is roadworthy with valid road tax, current MOT certificate, and maintained in accordance with the manufacturer's recommendations
- There is adequate motor vehicle insurance, for personal business use.
- Parental consent has been obtained

Restraint of occupants in vehicle:

- Seatbelts MUST be worn by all occupants of the vehicle
- Booster/child seats must be used when appropriate and fitted according to manufacturers' instructions
- Each young person MUST be restrained individually by a seatbelt
- Suitable restraints/child seats provided e.g., for young, small children

  N.B. the driver is legally responsible to ensure seatbelts are worn and may be prosecuted if a child under 14 years does not wear a seatbelt

  N.B. unrestrained children must NOT be carried in the front seat of any vehicle. We recommend that the child/children be transported in the rear seat when possible.
- Doors are locked to maintain security and prevent unsupervised exit
- Loose objects in the vehicle are removed, to prevent any injury in the event of an emergency stop

NEAR MISSES/INCIDENTS/DANGEROUS OCCURRENCES

A near miss is an incident that does not result in an injury to persons e.g., a heavy object falling from above which misses a person below, or a reversing vehicle, which causes a person to take evasive action to avoid a collision.

An incident may cause property damage, structural damage or may be a result of poor maintenance for example, incorrect storage of chemicals leading to a fire, failure of load bearing equipment etc.,

All near misses, incidents and dangerous occurrences must be reported to the Head teacher. Decisions can then be made regarding any further actions or reporting.

EMERGENCY CONTACT NUMBERS

In the event of an emergency, once you have dealt with the immediate situation your first line of contact will be your nominated contact person if operating off-site, or the head of establishment while working on site.

The nominated school contact is Michelle Bramley, school business manager.

The following names and numbers should be used if you cannot make contact with either of the above.

Children and Families emergency contact	Tel: 0115 876 4800
Health and Safety emergency planning service	Tel: 0115 867 4608
City council 'out of hours' service	Tel: 0115 915 9299
Sport, outdoor learning and sustainability services manager	Tel: 90115 47 6202
Police, fire, ambulance, mountain rescue etc.	Tel: **999/911/112**

PRACTICAL ADVICE IN THE EVENT OF AN ACCIDENT

- Keep calm and take charge of the situation.
- Ensure the safety of yourself and the rest of the group. Make use of group leaders and assistants to supervise the group.
- Attend to the casualty.
- Contact emergency services, as necessary. (999 police, ambulance etc.)

- Make arrangements to continue, alter the activity or return the group back to the establishment.
- Inform your nominated contact person.
- Record accident/incident in accordance with school procedures
- In the event of a major incident/accident the Heads of Federation / nominated contact person must be informed of the incident as soon as possible giving the following information:
    - Your name
    - Nature and time of accident
    - Location

- Details of individuals involved
- Action taken so far

- This person will contact the Children and Families emergency planning team, and assist you by contacting the parents/guardians of those involved, and the Local Authority, if necessary.
- It is essential that parents/carers learn of the incident promptly and through appropriate channels.
- Do not interfere with the scene of an accident other than to assist in first aid. This is particularly important if the incident involves any form of protective equipment (i.e., climbing equipment), which must be left in-situ for inspection.
- Legal liability should not be discussed or admitted.
- Refer any potential requests from the media to a council designated individual at the Loxley House **0115 876 3362,** during normal working hours or the Emergency Planning Team **0115 915 1640/1633** outside of normal working hours.
- Write down all relevant details while fresh in your mind, ask other leaders to do so. Keep a record of names and addresses of any witnesses.
- Complete all relevant accident report forms.

LATE BACK PROCEDURE (applicable for all off-site activities)

Staff in charge of an offsite activity must endeavour to return back to the establishment (or groups base) within the estimated time back. If this is not possible then steps should be taken to alert the nominated contact person of your revised time scale.
If you do not return back on time a late back procedure will be implemented.

This is:

- If no contact has been made, and the group is late back the nominated contact person will maintain an open phone line and attempt to contact the group via mobile phones
- If applicable, send a member of staff to the planned finish point noted in the activity plan
- Try to establish if the group has been seen in the activity area (by contacting site owners, car park where a mini bus may be etc)
- Contact the AA/RAC to establish if the group may be held up in traffic on the way back
- In the event of a sustained lack of information, or if any information gained causes concern, alert the appropriate emergency services and implement major incident guidelines
- Alert Children and Families/emergency planning team who will assist in implementing major incident procedure.

All groups when operating off – site (outside of the establishment's environment) will:
- Nominate a contact person who knows where you are and what time you should be returning to the site. All details must be left at the school office and be on the risk assessment.
- Carry copies/summaries of parental consent forms, if appropriate (please leave originals on site or with your nominated contact person)
- Leave details of venue used alternative routes if applicable and contact numbers of group leaders.

REMOTE SUPERVISION AND LOST OR MISSING CHILDREN

In some cases, children may well be out of the sight of staff for periods of time e.g., while orienteering or shelter building, in other words working under remote supervision. In such

cases staff members need to consider the following points in order to reduce the risk of young people becoming lost or separated from the group.

- Make sure parents/carers are informed of the nature of the activity in letters/information sheets etc.
- Ensure young people are sufficiently briefed and competent; any young people for whom indirect supervision is not suitable should be directly supervised. Such decisions should be taken in liaison with other staff, if appropriate, either prior to the visit or subject to an on-going assessment on the day in relation to ability and behaviour.
- Staff leading such activities should be familiar with the site.

If a young person becomes missing, fails to turn up at the end of the session or you are alerted to the fact by another young person or staff member.

- Call the activity to an end IMMEDIATELY, and hold a head count of all participants.
- Confirm who is missing and send staff out around the perimeter of the activity area
- Try contact by mobile phone, if appropriate
- Control the use of mobile phones by other group members
- Return the rest of the group to the establishment or central gathering point
- Inform the head of establishment
- If a young person cannot be found after the first initial search extend the search
- If such action fails locate the missing client inform the police, Children and Families emergency planning team, the nominated contact person and Head Teacher, within 20 minutes of being informed.
- Continue the search process until uniformed/additional help arrives.

Appendix 1

First Aid Checklist

- Inhalers (one for each child)
- Plasters
- Eyewash
- Triangular bandages
- Large and medium sized individually wrapped sterile un-medicated wound dressings
- Disposable gloves
- Leaflet giving general guidance
- A list of any children with medical needs
- Whistle
- Tissues
- Instant cold pack

Appendix 2

Use of a private car to transport young people

1	To: The Head teacher of Mellers Primary School

I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed:
	Print name:

3	Address:

4	Date:

The Local Authority and the school reserve the right at any time to request copies of any relevant documentation i.e., registration document, MOT, insurance, driving licence.

Insurance cover required	
For teacher, youth workers or other LA employees	"Use by the policy holder in connection with the business of the policy holder"
For parents and other volunteers	"Use for social, domestic and pleasure purposes"

Appendix 3

Emergency Procedure

In the event of an incident, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate
5. Start recording information/decisions

Then:

If the incident DOES NOT involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should:

- Contact the school emergency contact/s. (This should include a member of Senior Management).
- Report the incident and seek advice.
- Follow the school Emergency Action Plan. (It is not necessary to contact the Local Authority).

If the incident DOES involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should:

- Contact the school emergency contact/s. (This must include a member of Senior Management).
- Report the incident and seek advice.
- Follow the school Emergency Action Plan.
- Your emergency contact should liaise with the Local Authority (via the number below).
- You will be contacted back as soon as possible by your emergency contact or the local authority/employer.
- If appropriate, you will be provided with a dedicated number to refer all press, media, parental, or other enquiries to.
- Contact the British Consulate/Embassy if abroad.
- If practicable, delegate party leadership to a Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions.
- Wherever possible, prevent group members from using mobiles or going on-line until such time as this has been agreed by the Local Authority or Head Teacher.
- Advise all group members to direct all enquiries to the Group Leader, and to get approval from the Group Leader before discussing with anyone else.

When the incident is under control:

- Seek full details of the incident, how and why it happened so far as can be established at this stage.
- Maintain a detailed log of all actions taken and conversations held, together with a timescale. Take photos if appropriate (it may be beneficial to ask someone else to do this).

Name	Home	Mobile
School/Establishment	Mellers Primary School	0115 9151796
Establishment nominated Contact	Michelle Bramley	On request
Head of Establishment	Joy Buttress	On request
	Lorna Dermody	On request
Chair of Governing Body	Sue Blakeway	On request
EVC/Deputy/Other	Laura Patel	On request

Appendix 4

CONTACTS	
EVOLVE	www.evolve.online
Commissioned Educational Visits Advisers	EVOLVE Advice lead advisers Jake Wiid and Andrew Smith advice@evolveadvice.co.uk
EVOLVE Support	support@evolveadvice.co.uk
Kaddi Provider Database	www.kaddi.com
National Guidance	www.oeapng.info
National Library	www.nationallibrary.info
LOtC Quality Badge	www.lotcqualitybadge.org.uk
Council for Learning Outside the Classroom	www.clotc.org.uk
Foreign & Commonwealth Development Office	www.fco.gov.uk
EVC, Visit Leader, Visit Emergencies, & EVOLVE Training	www.evccourses.co.uk

Appendix 5

Definition of an 'adventurous activity'
The following activities are typically regarded as 'adventurous':

- All activities in 'open country'
- Abseiling
- All forms of boating (excluding commercial transport)
- Camping
- Canoeing/kayaking
- Coasteering/coastal scrambling/sea level traversing
- 'Extreme' sports
- High level ropes courses
- Hill walking and Mountaineering
- Horse riding
- Rafting or improvised rafting
- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing/windsurfing/kite surfing
- Swimming (all forms, excluding publicly lifeguarded pools)
- Shooting/archery/paintballing
- Snorkel and aqualung activities
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Trampoline Parks
- Underground exploration
- Other activities (e.g., initiative exercises) involving skills inherent in any of the above

'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. We will contact the Local Authority if we think this might apply.
The following activities are not regarded as adventurous; however, these activities must be supervised by a member of staff who has previous relevant experience and who, in the opinion of the EVC and Headteacher, is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities as previously defined

Approved by the Pupils and Curriculum committee:

Appendix 6

Mellers Visit Essential information for office and catering Copy needed for each	
Visit lead:	
Destination of visit:	
Date of visit:	
Duration of visit:	
Time needed to arrive at destination	
Time needed to be collected from destination	
Transport required	
Number of adults attending	
Number of children attending (used to cap numbers on Arbor)	
Cost per pupil – used for Arbor payment	
Number of children remaining in school from class/ cohort	

Total number of packed lunches required	
Time packed lunches will be collected from kitchen	
	Number per sandwich filling
Tuna	
Cheese	
Number of dietary requirements for packed lunches	
Children's names	
Number of school dinners required (for those remaining at school)	